

## CHAPTER V

### CONCLUSION AND IMPLICATIONS

#### 5.1 Conclusion

This study investigated English teachers' perception of their readiness to use myON LMS for in-service English reading training at Islamic International School PSM Magetan, alongside their perceptions of the platform's usefulness and professional relevance, and the challenges and support needs they identified during the early stage of implementation. The study was conducted through a qualitative case study design with two English teacher participants: T1, a secondary-level teacher with approximately five years of teaching experience, and T2, an elementary/primary-level teacher with eight years of teaching experience. Data were collected through semi-structured interviews and analyzed thematically following Braun and Clarke's (2006, 2021) reflexive thematic analysis framework.

The findings address the three research questions as follows.

In response to RQ1, the study finds that teachers' perception of readiness to use myON LMS is multidimensional and individually situated, varying substantially across participants in ways that reflect their different professional contexts, workloads, and personal dispositions. T1 perceived readiness as partial (approximately 50%), primarily constrained by a structurally demanding professional role that extends well beyond classroom instruction. Although T1's daily teaching schedule of four to six lesson periods of 35 minutes is broadly comparable in instructional hours to T2's six 30-minute periods at the elementary level, T1 carries additional institutional responsibilities specific to the secondary division, including the annual organization and facilitation of the Parent Partnership Program and the Final Project Dissemination. These programs generate episodic but intensive

workload peaks that compete directly with any available discretionary time for professional reading. Combined with the greater curriculum complexity of secondary-level content preparation and assessment, these responsibilities constitute the structural basis of T1's time scarcity. T2, by contrast, reported full readiness from the outset, facilitated by a pre-existing love of reading, prior digital literacy, and the mobile accessibility of the platform, which enabled integration of reading into brief intervals within a working day unencumbered by equivalent institutional program responsibilities. Despite these contrasting levels of practical readiness, both teachers demonstrated strong intrinsic motivation and psychological willingness to engage with the program, indicating that motivational readiness was present and robust in both cases independently of situational constraints. Institutional facilitation - through scheduled face-to-face English Training sessions for T1 and weekly WhatsApp-based task distribution for T2 -served as a consistent readiness enabler across both participants by creating structured engagement opportunities that compensated for individual time limitations. These findings indicate that perceived readiness is a dynamic, context-sensitive construct shaped by the interplay of motivational, practical, and structural dimensions, rather than a stable individual trait.

In response to RQ2, the study finds that both teachers perceived myON LMS as a useful and professionally relevant platform, although the specific nature of perceived usefulness differed in ways that reflect their teaching levels and professional roles. T1's perceived usefulness was primarily grounded in vocabulary development: new words encountered through reading were recorded in a personal notebook and applied directly in classroom instruction and professional communication, linking the platform's benefits to professional identity and language competence development. T2's perceived usefulness was broader and explicitly pedagogical, encompassing both personal reading development and, distinctively, the identification of myON's primary-level library as a source of age-appropriate classroom teaching materials for elementary students. This dual function - personal development

and classroom material sourcing - represents an inductively derived finding not previously documented in the myON literature and demonstrates that the platform's professional value is context-dependent and teaching-level sensitive. Both teachers also identified platform features -including content personalization, progress tracking, the reading quiz, and the integrated dictionary- as engagement enablers that made reading manageable and measurable within professional routines.

In response to RQ3, the study finds that challenges during early implementation were practically grounded, individually situated, and non-burdensome. T1's primary challenge was structural time scarcity rooted in the cumulative demands of the secondary teaching role -particularly the institutional programs described above- rather than a matter of daily instructional hours alone. T2's only reported challenge was intermittent internet connectivity. Neither teacher experienced motivational burden or expressed resistance to the program. Their support needs diverged accordingly: T1 requested more scheduled institutional reading time to create protected space within a workload that is periodically compressed by secondary-level program responsibilities, while T2 prioritized program continuity and expressed concern about potential discontinuation. Both teachers offered constructive suggestions at the platform and task design levels, including the addition of a bilingual dictionary (T1) and the evolution of weekly tasks toward classroom application formats (T2), reflecting engagement and a desire to optimize the program rather than abandon it.

Taken together, these findings indicate that the early-stage implementation of myON LMS at Islamic International School PSM Magetan was characterized by genuine teacher motivation and positive program attitudes across both participants, supported by functional institutional facilitation structures. The primary constraints on fuller engagement were structural rather than attitudinal -particularly the secondary-level institutional program responsibilities that periodically limit T1's available time- and the

primary risks to long-term success are organizational rather than technological, centering on the need for sustained institutional commitment to the program.

Several limitations of this study should be acknowledged. The sample comprised two English teacher participants at a single institution, and while this is appropriate for a qualitative case study design that prioritizes depth over generalizability (Yin, 2018; Merriam & Tisdell, 2016), the findings cannot be directly transferred to other teachers, schools, or implementation contexts. Data were collected at a single point in time during the early stage of implementation, meaning that findings related to sustained engagement and long-term benefit are based on initial impressions rather than longitudinal evidence. As with all interview-based research, the findings are also subject to the limitations of self-report data, including possible social desirability bias and recall limitations -most notably T2's acknowledged difficulty recalling specific vocabulary items. Steps were taken to mitigate interpretive risks through reflexive journaling, member checking, and audit trail documentation (Lincoln & Guba, 1985; Braun & Clarke, 2021). Finally, the study does not include observational data on actual platform use behavior or measurable language outcomes; future research incorporating usage logs or vocabulary assessments would provide a more complete picture of the program's developmental impact.

## **5.2 Implications**

### **5.2.1 Pedagogical Implications**

The findings offer several pedagogical implications for the design of digital reading-based professional development programs for EFL teachers. First, the study demonstrates that effective engagement with a digital reading platform does not require uniform readiness across participants; rather, it requires that program design accommodate differentiated readiness levels by providing flexible access modes, clear and meaningful learning goals, and multiple pathways to engagement.

The contrasting readiness profiles of T1 and T2 suggest that a single onboarding or orientation approach is insufficient for a teaching staff with varying workloads, institutional responsibilities, and professional contexts.

Second, the finding that perceived professional relevance is a key driver of sustained engagement underscores the importance of aligning platform content and task design with teachers' specific instructional roles. For secondary-level teachers, this may mean emphasizing vocabulary development and language enrichment functions; for elementary/primary-level teachers, it may mean highlighting the availability of grade-appropriate classroom materials that can be directly transferred to student instruction. Program facilitators should actively communicate these differentiated relevance pathways to participants at different academic levels.

Third, T2's spontaneous identification of myON as a classroom material source suggests an untapped pedagogical potential that could be more deliberately leveraged through task design. Developing reading assignments that explicitly require teachers to select and adapt myON texts for classroom use would create a direct transfer pathway between teacher development and student learning outcomes, strengthening the program's pedagogical value and institutional justification.

### **5.2.2 Institutional Implications**

The most critical institutional implication is that early-stage adoption of a new platform requires sustained, structured facilitation rather than one-time orientation. The weekly English Training sessions and WhatsApp task distribution systems that supported both teachers in this study were the primary mechanisms through which individual willingness was converted into regular participation. Without these structures, particularly for T1 whose discretionary time is periodically

compressed by secondary-level institutional programs, engagement would likely have been sporadic and unsustainable.

School leaders should also recognize that the nature of institutional responsibilities differs meaningfully across academic levels and that these differences have direct implications for program support design. Secondary-level teachers who organize and facilitate annual programs such as the Parent Partnership Program and Final Project Dissemination cannot be expected to maintain the same consistency of myON engagement during peak program periods as elementary-level teachers. Institutional responses should therefore be differentiated: increasing the frequency of scheduled reading sessions for secondary-level staff, and ensuring program continuity to address the sustainability concerns of elementary-level staff. The provision of recognition or reward mechanisms for consistent engagement may also contribute to sustaining motivation over time (Desimone, 2009; Darling-Hammond et al., 2017).

Finally, T2's concern about program discontinuation highlights the importance of long-term institutional commitment as a precondition for sustainable professional development. Schools introducing new digital tools should communicate a clear, multi-year implementation roadmap to participating teachers, including plans for program evaluation, task evolution, and ongoing support. Programs perceived as experimental or temporary are unlikely to elicit the full investment of teacher engagement, even from intrinsically motivated participants (Amemator et al., 2025; Hennessy et al., 2022).

### **5.2.3 Theoretical Implications**

This study extends the application of TAM (Davis, 1989) and UTAUT (Venkatesh et al., 2003) to a digital reading-based professional development context, demonstrating that their core constructs retain explanatory value in this setting. However, the study also reveals that

these frameworks may not fully account for the role of professional identity and intrinsic motivation as mediators of technology engagement among EFL teachers. The integration of Self-Determination Theory (Ryan & Deci, 2020) alongside TAM and UTAUT proved analytically productive, offering a more complete account of how teachers sustain positive program attitudes even under structural constraints.

The finding that perceived readiness is multidimensional - comprising motivational, practical, and structural components that can diverge independently- adds nuance to conceptualizations of readiness in the technology adoption literature. The study further demonstrates that the structural component is shaped not only by daily instructional load but by the full scope of institutional responsibilities attached to a teacher's role, including non-instructional programs that generate episodic workload peaks. Future theoretical work on teacher technology readiness may benefit from explicitly incorporating this dimension.

The inductively derived finding of T2's dual function perception of myON - as both a personal development resource and a classroom material source - extends existing models of perceived usefulness in LMS contexts by demonstrating that usefulness can operate at multiple levels of professional practice simultaneously. This finding suggests that platforms whose content spans multiple proficiency or age levels may generate unanticipated forms of pedagogical value for teachers at the lower end of the instructional spectrum, a dimension not addressed in existing myON literature (Kittinger & Law, 2024; Pertiwi & Purnawarman, 2025).

#### **5.2.4 Research Implications**

Future studies may adopt longitudinal designs to examine how readiness, perceived usefulness, and engagement patterns evolve as teachers gain more experience with the platform, and whether engagement consistency for secondary-level teachers improves when

institutional program cycles are accommodated in the myON schedule. Expanding the participant base to include English teachers at multiple Islamic international schools would enable cross-institutional comparison of readiness profiles and support needs, with explicit attention to teachers' respective institutional program responsibilities across academic levels.

The emergence of T2's dual function perception warrants dedicated investigation. Future studies could explore whether elementary/primary-level teachers across different school contexts share this perception, and whether institutionally designed classroom application tasks produce measurable differences in teacher engagement or student reading outcomes. Mixed-method approaches incorporating platform usage logs, reading records, or vocabulary assessments would complement these qualitative findings and provide a more comprehensive account of the relationship between perceived readiness, engagement behavior, and learning outcomes in digital professional development contexts.

It is hoped that the findings of this study will inform the design of more responsive, contextually grounded, and sustainably implemented digital reading programs for EFL teachers in Islamic school settings and beyond.